Original Research Article

Leadership and Motivation as Determining Factors of Lecturer Performance in Higher Education Environment

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Abstract: Objective study this is to analyze the influence of leadership on performance lecturers at a Private College in Semarang City and the influence of motivation on performance Work lecturers at Private Universities in Semarang City. The research was conducted at private universities in Semarang City. Techniques for data analysis in the study: Descriptive analysis using Structural Equation Modeling (SEM) is used. The results of the study show that leadership is formed from the indicators of Attributed Charisma, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, with the largest contribution coming from Individualized Consideration, which is reflected in the statement that the rector provided direction during the implementation of the Lecturer Working Group (KKD). Meanwhile, work motivation consists of the main indicators of internal and external motivation, with internal motivation providing the largest contribution reflected in the attitude of lecturers in carrying out their duties with full responsibility. Leadership and work motivation have a positive and significant effect on lecturer performance. Good leadership and high motivation can improve lecturer performance, while poor leadership and low motivation can reduce lecturer performance. The results of this study can be used as recommendations for improving the provision of awards to encourage motivation and optimal performance.
Keywords: Leadership, Motivation, Performance.

1. INTRODUCTION

Performance lecturers are important in determining quality education at Private Universities (PTS) in Semarang City. Some factors affecting the performance of lecturers include leadership, motivation, competence, and satisfaction with work. Based on previous studies, variables significantly influence the improvement of the lecturer's performance. Leadership is an important variable that determines the effectiveness of organizations, including institutional education. According to Husman (1985), leadership in education covers a series of efforts to influence individuals to work with insufficient answers to achieve objective education. Research by Harsiwi (2008) shows that leadership effectively involves attributes like charisma, motivation, and stimulating intellectual and individual attention. In education height, style-appropriate leadership can create a conducive atmosphere for improved performance lecturers. Research by Untung *et al.*, (2018) shows that leadership plays a significant role in influencing performance power work, with the ability to motivate, direct, and develop potential member organizations. Likewise, the results of Sintaasih (2013) and Saputra &

Rahyuda (2018) showed that leadership influences the performance of lecturers. On the other hand, research by Hastari *et al.*, (201showshows that leadership has no significant influence on the lecturer's performance.

Motivation is a psychological factor that influences behavior in individuals. To reach certain objectives (Wibowo, 2010), motivation becomes a helpful booster for lecturers who are committed to their duties and roles as lecturers. According to Luthans (2006), motivation is a system consisting of needs, drives, and incentives that balance the psychological and physiological aspects of the individual. Galuh (2008) emphasized that motivation study for students is determined by the role of the lecturer as a giver of teaching and guidance value. Research by Peter & Bram (2009), Gunggor (2011), and Syamsul *et al.*, (2019) found that motivation is influential to performance lecturers. Different from the results of the study, Hastari *et al.*, (2017) show that motivation has no significant influence on a lecturer's performance.

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Competence also becomes an essential factor in increasing the performance of lecturers. Gordon (1998) defines competence as the fusion of knowledge, values, abilities, and interests that enable an individual to carry out tasks effectively. In the Republic of Indonesia, Law Number 14 of 2005 concerning Teachers and Lecturers, competence is set as a condition for creating powerful professional educators. Competency is the basic characteristic possessed by someone influential directly against or can describe very good performance. In other words, competence is what outstanding performers do more often in many situations with more results than average performers (Zainal *et al*., 2015:230).

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The results of research by Spencer and Spence (1993) with guidelines book certification lecturer (2010) have similarities in incompetence, which are competence pedagogic, the same as the cluster. First, competence professional is the same as cluster Fifth; competence personality is the same as clusters third and sixth; and competence social is the same as the second and fourth clusters. Adequate competence will help lecturers play pedagogical, professional, personality, and social roles. Research by Paulus *et al*., (2020) and Muhammad *et al*., (2017) supports findings that competence positively influences performance power educators, enabling lecturers to maximize the learning process. Likewise, the results of Wahyudi (2022), Sitorus *et al*., (2021), Ahmadi *et al*., (2020), and Theresia *et al*., (2018) found that competence is influential in performance lecturers. Besides that, research by Rivaldo and Ratnasari (2020) found that leadership and motivation have No significant impact on performance through satisfaction Work.

The Invite Republic of Indonesia Law Number 14 of 2005 concerning teachers and lecturers in Article 1 Paragraph 2 of 2006 states that lecturers are professional educators and scientists who must train, teach, and develop science and technology through education, devotion, and research, so that position lecturer that is as professional staff in college tall lifted by law applicable laws and regulations.

Based on the description, it can concluded that the performance of lecturers needs to improve through the improvement of competence Because of the power of experienced teachers and experts in their fields. So, lots of colleges and private companies on the island of Java cause lecturers to be capable of optimizing their skills. Ability to optimize its performance. This can be seen from the rank that has been owned. Rank That Alone is a position skill possessed by the lecturer.

Rank, or an academic lecturer, is a position that shows the duties, responsibilities, authority, and rights of a lecturer in a college high. Its implementation is independent and based on expertise. Level rank or position lecturer this is very important for lecturers to get certification. In reality, there are still many lecturers with the status of power expert and not yet own rank, especially in private universities on the Island of Java like Central Java. This is a see from the 2021 LLDIKTI Region VI Central Java data, it can be seen under this.

Performance lecturers who benefit lecturers and colleges can give and contribute to the public in a general way. However, the performance of lecturers cannot increase if they do not follow good leadership, strong motivation, and competence. Performance lecturers give information about the lecturer's responsibility for what has been done during one semester. Based on the information, this research aims to analyze the influence of leadership on the performance of lecturers at a private college in Semarang City and to study how motivation can influence the performance of work lecturers in the same environment.

Research results in this area are expected to benefit theoretically by adding insight and enriching development knowledge in Management Source Power Human (HR), especially related to performance lecturers. Moreover, useful, practical recommendations for compiling strategy-taking decisions in the field management source Power Humans, particularly in increasing the performance of lecturers. Besides that, research can also become a reference for research focusing on the study, especially those discussing the influence of leadership, motivation, and competence on performance lecturers through satisfaction Work lecturers.

2. LITERATURE REVIEW

Performance lecturing results from lecturers carrying out the task based on skills, experience, time, and sincerity (Fransisca. & Abelio, 2016:141). Performance is the performance of an organization in reaching an objective, according to Stoner (1996: 118), achievements that can be shown by the lecturer or achievements that can be achieved by somebody or an organization based on criteria and tools measuring certain. Hasibuan (2003: 34) provides the same view.

Performance lecturer is an ability and effort lecturer to carry out task study, as well as possible in planning teaching programs (Lazarus & Parwoto, 2020:52). Performance lecturer colleges are assessed by

Performance Load Lecturer for 1 semester, which is mandatory report its realization at the end of the semester.

According to Gibson (2009), three main factors influence someone's performance. First, the factors include ability, skills, background behind family, experience, and work conditions, as well as social and demographic factors. Second, the psychological factors include perception, role, attitude, personality, motivation, and job satisfaction, directly influencing how somebody operates his work. Third, the factor organization consists of structure organization, design work, leadership, and a reward system, which can influence environment work and support the achievement of optimal performance.

Lecturers are a dominant determinant in education because lecturers hold an important role in the learning process, where the learning process is the core. The lecturer is a planner and implementer at a time as a learning evaluator in the classroom (Saondi, 2009).

Dessler (2005) defines evaluation performance as an evaluation process performance lecturer moment. This, as well as in the past, is based on standard achievements that have been determined. According to Handoko (1998), six methods can be used to evaluate the performance of lecturers. First, the rating scale, namely evaluation based on the opinion assessor with compare results work lecturer to criteria important in implementation performance. Second, a checklist is used to reduce the burden of the assessor by choosing sentences or words that describe the lecturer's performance. Assessment this is done directly by the superior. Third, the Critical Incident Method assesses performance based on notes of an incident that describes behavior as very good or bad from the lecturer. This method is useful for giving bait to lecturers and reducing impression bias.

Fourth, the Field Review Method, where personnel specialists help the supervisor do an assessment. Specialist this gets information from superior direct about performance lecturer and prepares evaluation based on the information said. The supervisor then reviews the evaluation to ensure its accuracy. Fifth, Testing and Observation Performance Work assesses the lecturer's performance through knowledge and skills tests. This test can be a written test or demonstration of skills and must be reliable and valid to give accurate results. Finally, the sixth method is Method Evaluation. The group includes three forms, namely Ranking Method, Grading Method, and Point Location.

The ranking method compares one lecturer with the other with the other to make an order from the best to the lowest. Weakness method this is the existing difficulty in determining the factor comparator and the potential for impression bias last and halo effect. The grading method is done by grouping lecturers into several categories, with proportions specific to each. Point location is another form of grading where the assessor gives several values allocated between lecturers in the groups. The advantage of the method evaluation group is its ability to evaluate differences relatively between lecturers. However, there is still weakness in the form of potential impression bias and halo effect.

From the description, a number of the above understanding can concluded that performance lecturer is the result of work achieved by the lecturer carried out based on duties and responsibilities the answer given by the skill each For advance education and not violate legal provisions as well as ethics in its implementation.

Leadership is a position in which a leader in college is tall as expected. A leader can influence without force, direct without witness, and supervise without cause sequestration in a learning organization. Seven rules for leaders in the environment college, namely turn on the norm group, adjust self with the hope group about their leadership, use track communication that has been waking up, not give commands that are not Possibly implemented, listen to, lowered status differences and push control self (Poltak, 2018, p. 205).

Collegial leadership is also related to leadership faculty, but it gives trust in the department or study program to make decisions and strategies to reach the mission. The dean is a facilitator in matters of cooperation and liaison with faculty. In the scope of academics, leadership participatory is best known for use. Learning organization in college means giving freedom and responsibility to faculty and departments.

The first step is aspiration. Individuals see tertiary majors or study programs where they matter. This will cause commitment together. Furthermore, it emphasizes the importance of building a business understanding of objective faculty and how they must achieve it. College Tall must own a vision, mission, and leadership statement emphasizing participation. Efforts to reach the mission and goals can realized by the faculty. Dean faculty play an important role in facilitating the environment. Work the same inside universities that do learning organization (university learning organization). Various experts define different leadership. However, Part Big states that leadership is related to behavior leader in influence members of his organization to reach an objective organization (Purnomo, 2016, p. 3)

Situational variables influence behavior leaders as the next intermediate variable neutralizer influential to criteria effectiveness. Situational variables influence behavior leaders as substitution variables, the next intermediary influences criteria effectiveness. Behavior leaders are influenced by variables situational influence direct to criteria effectiveness. Behavior leadership is

influenced by variables influential intermediary direct to criteria effectiveness (Purnomo, 2016, p.8).

Theory of the so-called leadership as the great person theory. Which views leaders, of course, as having specific traits that differentiate them from most people. This theory includes the theory of defeat (trait). The trait in question is that all leaders possess big, no care about when and where they live, and whose existence is higher than most people's.

The theory is the drive to reach something accompanied by great energy and revolution, trust in self, creativity, and motivation leadership, namely the desire To hold control and have authority over others (Purnomo, 2016:110).

According to Fred Fiedler, successful leadership depends on the leadership style implemented in certain situations. So, a leadership style will be effective if used in the right situation. Leadership style has its influence when a leader leads an interaction process with followers. Possible interactions influence the behavior of the so-called followers as style followers (Burhanudin, 1999:166).

The motivation theory developed by Maslow (1970) explains that human needs consist of five levels that form a hierarchy of needs. First are physiological needs, which are basic to maintain survival, such as food, drink, air, and shelter. In the context of an organization, these needs can be in the form of salary, entertainment, pension programs, and a comfortable work environment. Second, safety and security needs include a sense of security from the threat of accidents or dangers while working. An organization realizes these needs through job security guarantees, seniority, termination programs, and severance pay.

Third, social needs, namely the need for social relationships, such as having friends, a sense of love, and a sense of belonging. In organizations, these needs can be met by forming work groups (teamwork) both formally and informally. Fourth is the need for self-esteem (esteem needs), namely, a person's need to receive appreciation, recognition, and status from the work environment and society. In organizations, these needs can be realized through reputation, titles, or positions that show a person's prestige. Finally, the need for self-actualization (self-actualization needs) is the highest level in Maslow's hierarchy. This need involves achieving an individual's maximum potential by using skills, abilities, and skills to achieve very satisfying or extraordinary work performance, which is difficult for others.

3. RESEARCH METHODS
3.1 Research Design
Study this is a study explanation used to obtain clarity or explain a phenomenon, explaining connection influences connection because of the consequences between variables. Singarimbun (2003: 46) said that method explanation is when the researcher explains the connection or influence clause between variables through testing the hypothesis, the so-called explanatory research.

3. 2 Scope of Research
A room scope study was conducted on lecturers at private universities in Semarang City, particularly on performance individuals. Research this study aims to study several variables that influence the performance of lecturers: leadership, motivation, competence, and satisfaction.

3.3 Population and Research Sample
Population in writing this is a lecturer from 8 universities in Semarang city, with as many as 710 lecturers. The research sample is private universities accredited by A and B. The researcher determined the Private Universities Accredited B sample because many are interested in it, namely prospective students, especially in Central Java. Hence, the number of selected samples is 200 respondents.

The Slovin formula is applied in this study to determine the number of samples. This formula is often used in studies with many samples, so a formula is needed to obtain a small sample representing the entire population. (Isip, 2021). Determining the number of samples using the Slovin formula, $n = N / (1 + (N \times e^2))$, and the Margin of error set is 6% or 0.06, with the following calculations:
$N = 710 / (1 + (710 \times 0.06^2))$.
$= 710 / (1 + (710 \times 0.0036))$.
$= 710 / (1 + 2,556)$
$= 710 / 3,556$
$N = 199.6$

3. 3 Data Analysis Methods
Methods used in research data analysis are analysis descriptive and analytical *Structural Equation Modeling* (SEM). Study this uses SEM analysis to build and test equation models. SEM is a multivariate technique that combines confirmatory factor analysis (CFA) with regression. This process is done to identify the causal connection between the variables studied. Hair *et al*., (2017) state that several steps exist in building a SEM model. First, the model must be built based on relevant theory. Second, a path diagram is created. To show connection causality between variables. Third, the path diagram is converted to a series of equality structural and measurement model specifications.

Next, the election input matrix and techniques appropriate estimate for the built model. After that, the structural model identification was evaluated to ensure the model could be estimated with OK. The next is to evaluate the model using goodness of fit criteria to evaluate how far the model fits with the data. If required,

the model can be modified to increase conformity, followed by an analysis of interpretation results.

4. RESULTS OF ANALYSIS AND DISCUSSION
4.1 Research Results

Description of Respondent Characteristics. This study involved 200 respondents who were all lecturers at the University. Based on the data collection results in this study, the following is a description of the characteristics of respondents according to functional position, age, education, and length of service.

Table 1: Results of Testing Hypothesis 1 to Hypothesis 7

Characteristics	Category	Frequency	Percentage (%)
Position Functional	Professor	10	5.0
	Lecturer Head	75	37.5
	Lecturer	69	34.5
	Expert Assistant	46	23.0
Amount		200	100

Source: Processed primary data, 2024.

Based on the results of the frequency distribution of respondents' functional positions, the majority of lecturers who participated in this study were in the Senior Lecturer category, with a total of 75 people or around 37.5% of the total respondents. The Lecturer category was second, with 69 people representing 34.5% of respondents. Meanwhile, the Assistant Expert category had 46 people (23.0%), while the Professor category had the lowest number, 10 people (5.0%). This shows that the majority of respondents involved in the study held middle to upper academic positions, especially at the Senior Lecturer and Lecturer levels.

Hypothesis Testing. Testing the influence between variables in the SEM model is done by looking at the p-value and CR values, followed by a review of the path coefficient values. With a significance level of 5%, a variable is stated to have a significant influence on another variable if, on that path, the p-value <0.05 or CR> 1.96, while if the p-value> 0.05 and CR<1.96, then the influence between the variables is stated to be insignificant.

Table 2: Results of Testing Hypothesis 1 to Hypothesis 7

Variables	Standardized Regression Weights	Estimate	SE	CR	p-value
Leadership → Performance Lecturer	0.165	0.152	0.068	2,231	0.026
Motivation → Performance Lecturer	0.194	0.188	0.083	2,274	0.023

Source: Processed primary data, 2024.

Based on the results in Table 2, it can be explained that results testing shows that the standardized regression weight for influence is 0.353 with a critical ratio (CR) of 5.188 and a p-value of 0.000. This means that there is influence positive and significant leadership to satisfaction work. Therefore, the hypothesis First, statistics is accepted.

Test results show that the standardized regression weight is 0.416, with the CR value at 5.674 and the p-value at 0.000. The numbers show that high motivation, both from within the lecturer (motivation) intrinsic) and factor outside (motivation) extrinsic), plays a role in increasing satisfaction in work. Motivated lecturers will be more enthusiastic in operating their duties, which in the end will increase the level of satisfaction with work.

Next, the testing results show that the standardized regression weight is 0.165, with a CR of 2.231 and a p-value of 0.026. Although its influence is not as big as in the previous hypothesis, results show that leadership has a positive and significant impact on the performance of lecturers.

4.2 Discussion of Research Results

Four indicators form leadership: attributed charisma, inspirational motivation, intellectual stimulation, and individualized consideration. The results of this study are based on the indicators explained by Harsiwi (2008:84), which consist of attributed charisma, inspirational motivation, intellectual stimulation, and individualized consideration. Overall, these four indicators complement each other in forming effective leadership. Based on the study's results, the greatest contribution to leadership formation comes from the individualized consideration indicator, reflected in the statement that the Chancellor provides direct direction while implementing the Lecturer Working Group (KKD). This shows that the role of leaders in providing personal attention and special direction to lecturers is very important in creating effective leadership. Individualized consideration is one of the dimensions of leadership that is very important in supporting organizational effectiveness. Leaders who

can provide personal attention to their subordinates will find it easier to create harmonious working relationships. Leaders who prioritize attention to individual needs, including career development and the professional needs of their subordinates. In this study, the role of the Chancellor in providing direct direction during the implementation of KKD reflects the importance of individualized consideration. Through this direct guidance, the Chancellor not only conveys instructions but also pays attention to the personal needs of lecturers in carrying out their duties. In line with the theory put forward by Harsiwi (2008:84), leadership with an individualized consideration approach is very much needed in a dynamic work environment such as a university. A leader who listens carefully to input from subordinates and pays special attention to the career development of Lecturers will be able to build higher trust among the team. Leaders with this ability tend to be more successful in creating an inclusive work atmosphere and supporting individual growth.

Work Motivation is formed from indicators of Internal Motivation and External Motivation. The greatest contribution to the formation of work motivation is the internal motivation indicator, which is reflected in the statement of carrying out tasks with full responsibility. Based on Herzberg's Two Factor Theory, motivator factors (internal motivation) such as achievement, recognition, responsibility, and personal development are the main drivers of job satisfaction and individual performance. Meanwhile, maintenance factors (external motivation) such as salary, company policies, and working conditions are more likely to prevent individuals from being dissatisfied. Internal and external motivation are important in driving individual performance in the work environment, especially in higher education. Internal motivation is related to the drive that arises within the individual, such as a sense of responsibility, dedication, and personal satisfaction in carrying out tasks. Meanwhile, external motivation is more related to external factors, such as awards, recognition, or incentives provided by the organization. Internal motivation is a very crucial factor in influencing a person's performance. When lecturers have a strong internal drive, They work with great dedication without relying on external rewards. On the other hand, external motivation also plays an important role in improving individual performance, although its contribution is not as large as internal motivation.

Leadership plays a role in influencing the performance of lecturers in higher education, especially in a complex academic environment such as private universities in Semarang City. A good leader can provide direction, motivation, and moral support, which ultimately contributes to improving the performance of lecturers in various aspects such as teaching, research, and community service.

Leadership is influencing people to strive to achieve group goals (Harsiwi, 2008:171). Leadership involves several main elements, including attributed charisma, inspirational motivation, intellectual stimulation, and individualized consideration. Leaders with these attributes can encourage Lecturers to exceed expectations and achieve higher performance.

This attributed charisma makes a leader respected, admired, and trusted by his subordinates. In the context of lecturers in higher education, charismatic leadership can make lecturers feel motivated to work harder and commit to academic tasks. Leaders with this charisma can usually move lecturers through strong personal influence, where they not only give direction but also become role models for other lecturers. This recognized charisma helps create a good relationship between leaders and lecturers. When lecturers feel appreciated and trusted by their leaders, they tend to feel more motivated to work optimally. Charismatic leaders also tend to have a clear vision and can communicate it well to lecturers to create a sense of collective responsibility to achieve common goals. In this case, the leader's charisma is important in building trust and loyalty among lecturers, ultimately driving better performance.

Motivation affects the performance of lecturers, which means that the higher the level of motivation a lecturer has, the better the performance the lecturer shows in carrying out academic duties and responsibilities. Internal and external motivation affects how a lecturer faces work challenges, is committed to teaching, research, and community service, and continues to strive to improve his quality. Internal motivation, which comes from within the individual, such as the desire to develop oneself and achieve, encourages lecturers to contribute to educational institutions proactively. Meanwhile, external motivation, such as financial incentives and colleague recognition, is important in improving lecturer performance. Both complement each other in building high work enthusiasm.

Highly motivated Lecturers are more proactive in developing teaching materials, conducting research, and actively participating in community service activities. Lecturers are also more responsive to evaluation and constructive criticism and strive to improve and enhance their competence continuously. In addition, motivated lecturers will be more enthusiastic about collaborating with colleagues and creating a dynamic academic atmosphere.

Lecturers are the spearhead in the learning process and development of science, and lecturers must always perform their best in carrying out the Tridharma of Higher Education: education, research, and community service. Motivated lecturers also tend to be more responsive to student needs, provide more intensive

guidance, and create a learning environment that supports creativity and critical thinking. As a result, students who lecturers with high motivation teach tend to have a better understanding, are more involved in the learning process, and have more satisfying learning outcomes.

5. CONCLUSION AND SUGGESTIONS

Based on the results of the research and discussion, conclusions obtained show that leadership and motivation positively and significantly influence the performance of lecturers. Leadership is formed from several indicators: Attributed Charisma, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Among indicators, Individualized Consideration provides the biggest contribution to formation leadership, reflected in the statement that the rector gives direction moment implementation Group Work Lecturer (KKD). Meanwhile, motivational work is formed by two main indicators: internal motivation and external motivation. Internal motivation provides the largest contribution, reflected by the attitude of carrying out the task without enough answer.

Studies also found that leadership is influential, positive, and significant to performance lecturers. This means that the more good leadership is applied, the more the lecturer's performance will increase. On the other hand, poor leadership lowers performance. In addition, motivation also has a positive and significant impact on the performance of lecturers. This shows that the more motivated the lecturer, internally and externally, the higher the performance generated, the better. On the other hand, low motivation can negatively impact the lecturer's performance.

Based on the results of the analysis, there are several suggestions. The results of this study can be used for the development of science in the field of Human Resource Management (HRM), especially in enriching studies related to leadership, motivation, competence, job satisfaction, and performance. Meanwhile, the leadership variables as a whole have shown good results. However, several aspects need to be improved, especially in giving awards to stimulate the achievement of goals. The awarding of awards during the implementation of the Lecturer Working Group (KKD) and the awarding of awards in the provision of learning resources also require more attention to improve lecturer motivation and performance optimally.

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